GAMEFLOW

A Model for Evaluating Player Enjoyment in Games

UX

Usability

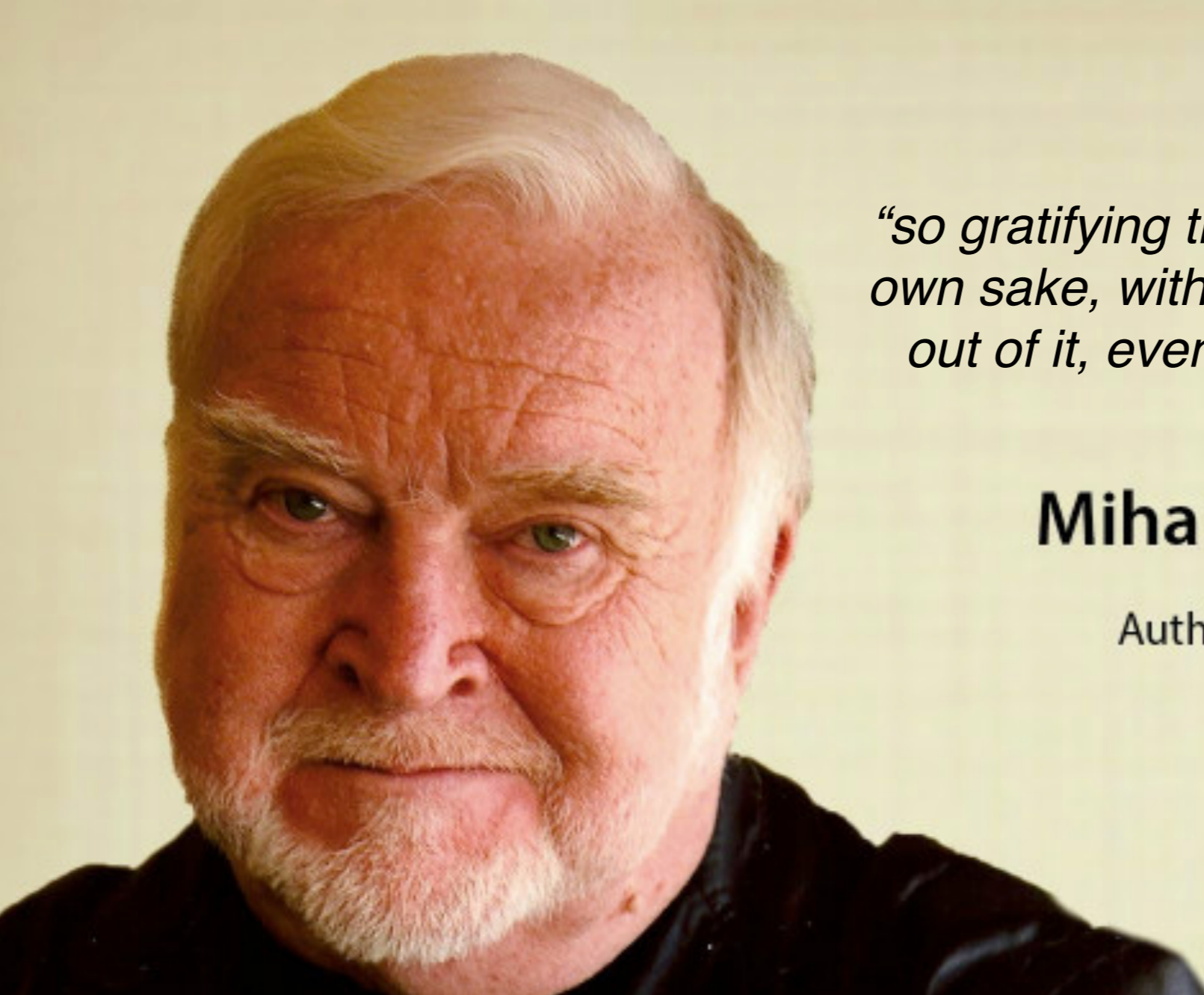# Playground
GOAL

Player enjoyment

Interface

Mechanics

Gameplay

Model in designing and evaluating games with respect
to player enjoyment

50 goals

"*so gratifying that people are willing to do it for its own sake, with little concern for what they will get out of it, even when it is difficult or dangerous*"

Mihaly Csikszentmihalyi

Author and Psychology Professor

FLOW

Very different activities are described in similar ways when they're being enjoyed

1) A task that can be completed
2) The ability to concentrate on the task
3) Task has clear goals
4) Task provides immediate feedback
5) The ability to exercise a sense of control over actions
6) A deep effortless involvement that removes awareness of the frustrations of everyday life
7) Concern for self disappears, but sense of self emerges stronger afterwards
8) The sense of the duration of time is altered

Adapting Flow to Games

A task that can be complete	The Game
Ability to concentrate on the task	Concentration
Perceived skill should match challenges	Challenge player skills
Exercise a sense of control over actions	Control
The task has clear goals	Clear goals
The task provides immediate feedback	Feedback
Concern for self disappears	Immersion
n/a	Social Interaction

Concentration

- Stimuli from different sources

- When all relevant skills are needed

- Tasks must feel important

- High, but manageable workload

- Dont distract player from what they want to concentrate on

Challenge

- Match players' skill levels

- Different levels of challenge for different players

- Provide new challenges at an appropriate pace

Player Skills

- No manual needed

- Learning should be fun

- Perceived skill must match challenge

- Learning by doing

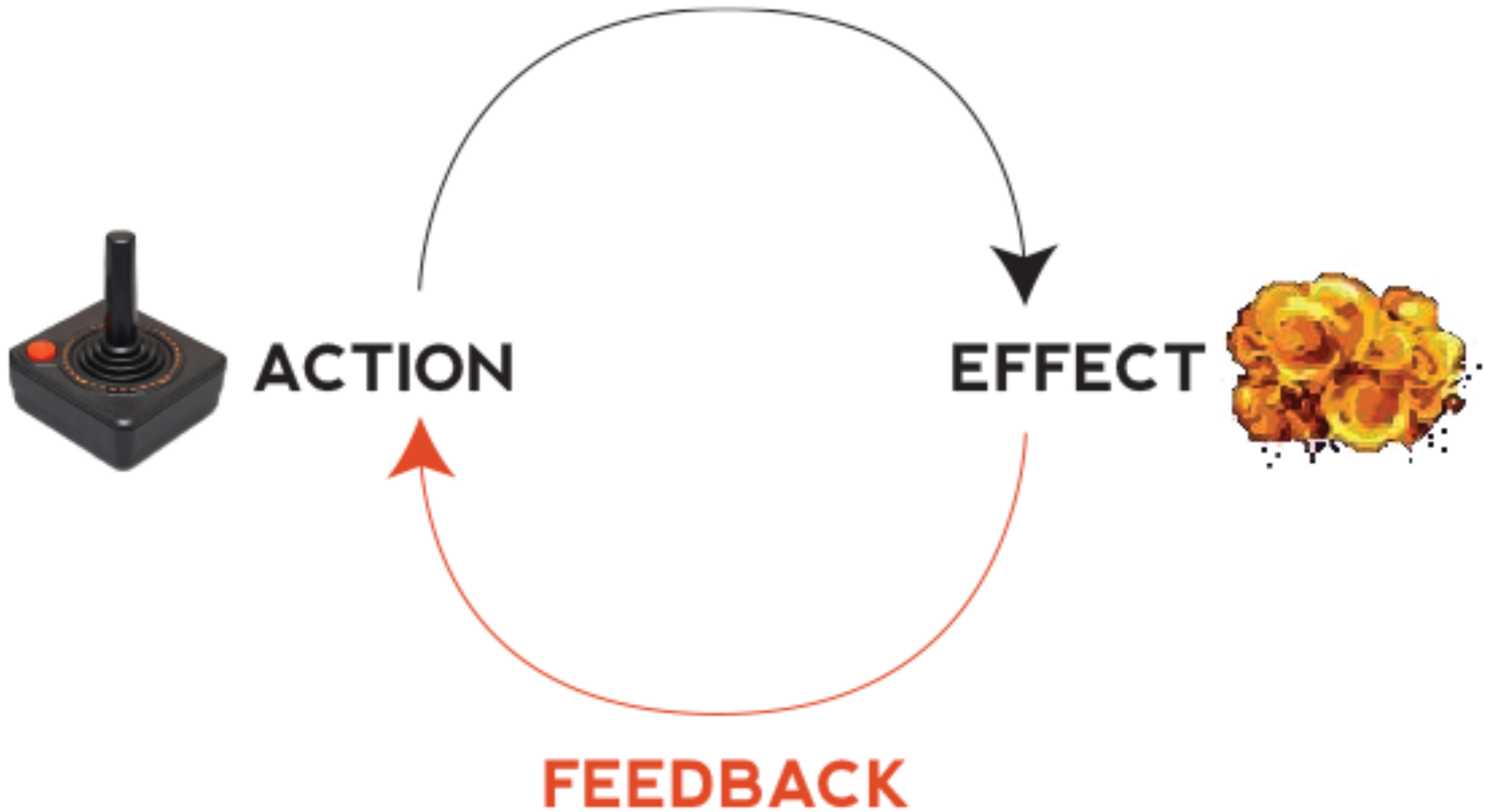- Reward player for effort and skill development

Control

- Feel a sense of control over character, actions, interface, input devices

- Should not be able to make non-recoverable actions

- Control and impact onto the game world

Clear Goals

- Clear goals at appropriate times

- Overriding goals should be clear and represented early

ACTION → **EFFECT**

FEEDBACK

- Feedback on progress toward goals
- Feedback on actions
- Should always know their status or score

Immersion

- Deep effortless involvement

- Less self-aware

- Altered sense of time

- Emotionally involved

Social Interaction

- Not part of flow

- Should support or create opportunities for social interaction

- Competition or cooperation

- Support social communities